



**EULETA Workshop 2022:**  
**Diverse approaches to teaching legal English**  
*Combining legal, linguistic, and teaching expertise to  
present innovative educational methods*

**24 September 2022**

UNIVERSITÄT GREIFSWALD  
Wissen lockt. Seit 1456



# EULETA WORKSHOP 2022

## Diverse approaches to teaching legal English

Co-organised by Greifswald University's Faculty of Law and Economics and EULETA

### PROGRAMME

#### FRIDAY 23 SEPTEMBER

**9:00-18:00**      **Optional day trip to Hiddensee Island ([register and pay separately](#))**  
Meeting point: Rechts- und Staatswissenschaftliche Fakultät, Ernst-Lohmeyer-Platz 1, 17489 Greifswald

**19:00-21:00**      **Meet and greet at characteristic venue in Greifswald (cost of food and drinks not included in workshop ticket)**  
Venue: [Brasserie Hermann](#), Gützkower Straße 1, 17489 Greifswald

#### SATURDAY 24 SEPTEMBER

**8.30 - 9.00**      **Registration** – Seminar Room 2.32, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**9.00 - 9.45**      **Opening Address** – Lecture Theatre 2.33, Ernst Lohmeyer-Platz 3, 17489 Greifswald

#### Workshop sessions

##### Session A

SR 2.30, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

##### Session B

SR 2.31, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**9:45 - 10:30**      David Albert Best: *Legal case studies for practical group work, writing practice and a live presentation: Reflecting on self-reflection and peer-to-peer feedback*

Paulina Dwużnik: *Legal English Teaching in Action*

**10:30 - 11:15**      Alison Wiebalck: *Getting a grip on commas*

Barbora Chovancová and Štěpánka Bilová: *That's not relevant in your case: teaching and testing the linguistic skill of mediation in Legal English courses*

**11:15**      **Tea & coffee break**

**-11:45**      SR 2.32, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

11:45 Lecture Theatre 2.33, Ernst Lohmeyer-Platz 3, 17489

-12:30

Greifswald Round table: Practical workshop to discuss collaborations (Further details TBC)

**12:30 Lunch**

**-13:30** SR 2.32 + SR 2.39, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**Session A**

SR 2.30, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**Session B**

SR 2.31, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

13:45 Patrick Mustu: *Teaching Legal*

-14:30 *English: Fallacies, Misconceptions and Shortcomings*

Susanna Kohonen: *The Covid19*

*Learning Curve: There and Back Again?*

14:30 Andrea Steiner: *Damned if you do,*

-15:15 *damned if you don't: The role of L1 in teaching English for Law*

Paulina Pietrzyk-Kowalec: *Developing*

*Materials for Teaching Legal English with Internet Resources*

**15:15 Tea & coffee break**

**-15:45** SR 2.32, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**Session A**

SR 2.30, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

**Session B**

SR 2.31, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

15:45 Richard Delaney: *Teaching the*

-16:30 *judiciary - judicial cooperation at the EU level*

Hana Kallus: *Podcasting seen from a*

*different angle. Practising skills for life in a legal classroom – developing student's soft skills and legal English in international setting*

16:30 Lecture Theatre 2.33, Ernst Lohmeyer-Platz 3, 17489

-17:15

Kateřina Chudová: *Escaping the Conventional: Teaching Legal English through Gamification*

**17:30 17:30-18:30 Closing addresses and EULETA AGM [venue]**

**-18:30** Lecture Theatre 2.33, Ernst Lohmeyer-Platz 3, 17489 Greifswald

**19:30 Workshop dinner**

+ [Stoertebeker Braugasthaus](#), Markt 13, 17489 Greifswald

## **SUNDAY 25 SEPTEMBER**

**10:00- Cultural activity - tour of Greifswald (cost included in workshop ticket)**

**12:00 Meeting point: Rathaus/Markt (Town Hall / Market Square), 17489 Greifswald (noon)**

## **PRESENTATION ABSTRACTS & SPEAKER BIOS**

**TIME SLOT: 9:45 -10:30**

**A**

**David Albert BEST, Université libre de Bruxelles (Brussels, Belgium): *Legal case studies for practical group work, writing practice and a live presentation: Reflecting on self-reflection and peer-to-peer feedback***

**Abstract:** The workshop will include:

- A) Overview of activities with students when I visited Masaryk University in December 2021:
  - Type of task/evaluation: Written Case note (1) and Live presentation (2)
  - Brief description: Written report in the form of a Case note (using template) on a selection of Legal Judgments from an English-language legal system or an International Court (where English is the language of the case), including a comparison with a similar or related case from participants' own jurisdictions, followed by a Live presentation of the material and short discussion
  - Carried out by: Groups of four students
  - Length/Time: Max. 3 pp. written + 12-minute oral presentation
- B) What the students did on the day (and how it went)
- C) Reflection: Peer-to-Peer Feedback and Self-Reflection (discussion among colleagues)
- D) Action: Drafting a Set of Guidelines (brainstorm and action among colleagues)

The idea is to come away from the workshop with a set of cross-disciplinary draft guidelines for students on:

- A) How to constructively give peer-to-peer feedback and
- B) How to constructively "self-reflect",

with regard to performance in tasks.

**Bio:** I am a lecturer in English for specific purposes, especially Legal English, at the Université libre de Bruxelles and am head of the English department at that University's language centre. I am interested in multilingualism, language rights, comparative law, and

pursuing authentic and "useful" tasks with learners, such as cross-border team work and group visits to legal institutions.

**B**

**Paulina Dwużnik, University of Warsaw: *Legal English Teaching in Action***

**Abstract:** The aim of the presentation is to explain the theoretical foundations of action-based teaching as well as to give examples of written interaction and mediation tasks in teaching legal English.

The presenter will define what interaction and written mediation are and say which interaction and mediation activities are most often performed by lawyers. Typical written interaction and mediation activities and strategies specific to legal language will also be characterized. Then, the author will present examples of practical tasks aimed at developing the skills of interaction and mediation.

The presenter will show results of a study based on a questionnaire regarding language needs analysis, conducted in classes with practicing lawyers at the Open University of the University of Warsaw as well as interviews with law students at the Kozminski University in Warsaw.

**Bio:** Paulina Dwużnik is a graduate of the Faculty of Applied Linguistics and Postgraduate Interdisciplinary Studies for Legal and Court Translators as well as a lecturer at the Kozminski University and the Open University at the University of Warsaw. She teaches legal language to law students and practicing lawyers. She is also a PhD student at the Faculty of Applied Linguistics at the University of Warsaw. In her academic work, she deals with the development of interaction and written mediation skills in teaching legal English. From 2020, a member of the Austrian Association of Legal Linguistics.

**TIME SLOT: 10:30 - 11:15**

**A**

**Alison Wiebalck, Independent trainer, Zurich, Switzerland: *Getting a grip on commas***

**Abstract:** Lawyers write. Yet rare is the lawyer who has been taught *how* to write. This applies equally to lawyers who do not have English as a first language and to those who do. In the course of my career teaching writing skills to lawyers whose first language is not English, a number of language-related issues arise regularly. One of these relates to the use of commas. This practical workshop aims to demonstrate a way of teaching lawyers how to use commas with [a little more] confidence.

**Bio:** With an academic background in both linguistics (MA in Applied Linguistics) and the law (doctorate in law), Alison has been coaching legal professionals in legal English for nearly 20 years. And is still learning.

**B**

**Barbora Chovancová and Štěpánka Bilová, Masaryk University Language Centre: *That's not relevant in your case: teaching and testing the linguistic skill of mediation in Legal English courses***

**Abstract:** Effective communication with lay audiences should be an essential part of any lawyer's skill set, and due to this fact, it is our goal, as legal English teachers, to train our students in it. Linguistic mediation has become a buzz word among foreign language professionals, and rightly so, as it helps bridge differences between professionals and non-professionals. Needless to say, many of us have designed mediation activities tailor-made to our specific Legal English contexts and learners.

The question that arises, especially for those of us working at universities, is how to evaluate and maybe even mark mediation activities. The range of texts students produce varies greatly and it makes it difficult to objectively and fairly assess, especially as utterances such as "that's not relevant in your case" instead of the expected explanation, may be appropriate.

In this workshop, several different types of mediation activities made for Law undergraduates will be shown and the participants will be invited to share their views on grading them before our own marking scales will be shown and discussed.

**Bio:** Barbora Chovancova and Stepanka Bilova are both teachers of English for Lawyers at Masaryk University Language Centre in Brno, Czech Republic, and they take pride in writing their own materials for their students. Recently, together with their other colleagues from the department, they have published a book of texts and accompanying activities entitled *Pravnicka anglictina (Legal English)* aimed at Czech lawyers, law students, translators and other professions with vested interest in the language of law.

**TIME SLOT: 11:45-12:30**

**Round table: Practical workshop to discuss collaborations (Further details TBC)**

**TIME SLOT: 13:45-14:30**

A

**Patrick Mustu, Independent trainer: *Teaching Legal English: Fallacies, Misconceptions and Shortcomings***

**Abstract:** My workshop will address problems arising when teaching legal practitioners. Most materials are written by common-law trained authors, but they are mostly used by trainers working in civil-law countries. Trainers need to familiarise themselves with subjects and concepts of the jurisdiction they teach in, and they have to provide tools that enable their learners to explain national concepts. To do so, they need to develop supplementary materials that are relevant and appealing. I will discuss shortcomings of existing course books and demonstrate how reading materials and tasks can be tailored to learners' needs.

**Bio:** Patrick is a lawyer, language trainer, translator, writer and examiner based in Düsseldorf, Germany. Called to the Bar in 2002, he has been practising in contract, social and family law for twenty years. He focuses on providing in-company training to lawyers, paralegals and accountants, but he also has extensive teaching experience with universities and institutes of higher education. Patrick writes for Germany's leading magazine for paralegals, and he is the author of "Realizing claims in Germany" (2009), "English for Insolvency" (2009) and "English for Tax Professionals" (2012).

**B****Susanna Kohonen, University of Eastern Finland: *The Covid19 Learning Curve: There and Back Again?***

**Abstract:** In March 2021, I wrote in Times Higher Education THE Campus:

"The pivot to remote digital teaching and associated concerns about how to prevent students cheating online have proven a wonderful blessing in disguise". I call it a blessing in disguise because it has forced and is still forcing critical reflection upon three crucial points.

First, our understanding of what learning is all about; second, our understanding of what assessing and evaluating learning is all about; and third, our understanding of what teacher-student, student-student, teacher-teacher relationships and communities are all about.

However, these three points are not just something that we needed to reflect on once, at the onset of the pandemic and the lockdowns. I wholeheartedly promote continuous critical reflection as key to develop our methods, tools, and practices.

In this presentation, I will discuss these three points and how through critical reflection of our own praxis we can all keep developing our teaching, guidance, and training habits. Developing our EdTech solutions or working on our digital pedagogy options requires more than just the "right tool" or the "best platform" - it requires a holistic approach to human encounters.

**Bio:** Lecturer in Academic and Legal English since 2004 at the University of Eastern Finland, with a PhD in Foreign Languages and Applied Linguistics, a Teaching Qualification and a Drama Pedagogue Qualification, I teach between 60 to a 100 Law students a year in my blended learning and fully online courses. Since January 2021, I have also worked in a University of Eastern Finland team that develops pedagogical practices both in blended, face-to-face, hybrid or hyflex, as well as fully online courses.

**TIME SLOT: 14:30-15:15**

**A****Andrea Steiner, Independent trainer: *Damned if you do, damned if you don't: The role of L1 in teaching English for Law***

**Abstract:** While communicative language teaching (CLT) has gained much ground in the teaching of English for Law, the place of learners' native languages still seems controversial: Can the principle of "teaching English in English" really work when it comes to conveyancing, company formation or civil procedure?

I will argue that indeed it can – but only up to a point. For legal practitioners, (their own) language is their primary working tool, and their greatest challenge is to deal with concepts of (their own) national law (manifested, for example, in German terminology) in a language that has no terms for many of these concepts.

Therefore, while a robust policy of "English only" is instrumental to successful learning in the legal English classroom, strategic doses of L1 can be highly effective in getting learners where they want to be, i.e. in a position where they can communicate their specific legal content in English.

I will show practical examples of how this can work for the purposes of

- targeted vocabulary building,
- meaningful communication skills practice, and
- enabling learners to bridge the L1-L2 gap in their daily work –

without, however, throwing us back to the Dark Age of the “grammar and translation” method of language teaching.

**Bio:** Andrea Steiner is a self-employed trainer based in Vienna, specialising in English for law, government and public administration, as well as professional communication skills. She has been teaching English for specific purposes for 30 years and has also worked as a university lecturer, teacher trainer, teacher of German as a foreign language, eLearning author and content designer. Her degrees are in English and German studies, translation, and linguistics. She is currently studying law.

**B**

**Paulina Pietrzyk-Kowalec, WSB Warsaw: *Developing Materials for Teaching Legal English with Internet Resources***

**Abstract:** This presentation presents the topic of the advance of technology and the Internet becoming more and more crucial in language teaching and learning. What is more, the importance of Legal English vocabulary and the Internet use in English language teaching should be described. On the basis of these two focuses regarding teaching Legal English, this study aims at depicting how the materials including LE vocabulary could be prepared and taught with the Internet use. For this purpose, the presentation is to conduct research concerning the role of LE vocabulary mastery for the learners of English as a Foreign Language (EFL) and the purpose of using the Internet for teaching LE vocabulary. Additionally, this presentation puts the emphasis on some Internet resources providing teachers and learners with LE vocabulary. Finally, a sample of developing materials for teaching LE vocabulary with the Internet use is presented during the workshops in order to inspire Legal English teachers. Key words: Internet, Internet Resources, Legal English, Legal English Vocabulary.

**Bio:** I have an MA in English Philology and graduated from MCSU in Lublin, Poland. I have been an English teacher for 18 years. I combine my work as a university lecturer at WSB (vocational languages and Marketing Strategies), Warsaw, Poland with being a methodologist and a president of a language school in Poland. Apart from teaching general English, I am a coach of vocational English, for example Business English, Legal English, Medical English, English for Engineering, IT, etc. What is more, I am a translator of scientific articles and books. I am a trainer and a translator of Legal English. I prepare my clients for TOLES and I cooperate with many legal practitioners.

**TIME SLOT: 15:45-16:30**

**A**

**Richard Delaney, Delaney & Dallmann Legal Linguists PartG: *Teaching the judiciary - judicial cooperation at the EU level***

**Abstract:** The European Judicial Training Network runs specialised language courses for lawyers from across the EU to foster judicial cooperation in a variety of areas. How are these courses taught, what is the focus, and how can this help judges in their everyday work?

**Bio:** Richard Delaney trained as a Barrister in England, worked as a lawyer in Germany and England, as a lecturer in legal translation at City University London. He is a managing partner of Delaney & Dallmann Legal Linguists PartG, who are a provider of specialised legal translation services and seminars on legal translation and legal language. As part of this, he works as a language expert for English and German for the European Judicial Training Network.

In addition to being a EULETA member, he is a Fellow of the Chartered Institute of Linguists, a member of the German-British Jurists Association, and a certified expert for translation and language services with the German Association of Professional Experts.

**B**

**Hana Kallus, Faculty of Law, Masaryk University, Brno, Czech Republic:**  
***Podcasting seen from a different angle. Practising skills for life in a legal classroom – developing student’s soft skills and legal English in international setting***

**Abstract:** Legal work has substantially changed over the years, which is reflected in teaching legal disciplines as well as legal English. Students need to be equipped for team work, international cooperation, effective use of technology and good communication.

Our positive experience with international videoconferencing led us to using other social media and technology for synchronous and asynchronous work.

In the workshop, we will share various approaches to creating podcasts in the classroom, where students are given a lot of freedom in terms of forming international teams, agreeing on a topic, distribution of work, communication and preparation of the final product – a podcast on a legal topic. Students from two cultures, no matter how close, gain hands-on experience with time management, leadership and teamwork, they also acquire new technical skills from real professionals in the field (e.g. Louise Kulbicki) and the art of giving each other meaningful feedback.

The presentation will also include students’ reflection at the end of the course, in which they frequently described their positive as well as negative experience, their insecurities, frustration and expectations. Presenters will be ready to share their individual experience and describe the steps taken.

**Bio:** Legal English team present at Euleta workshop: Hana Kallus, Štěpánka Bilová, Barbora Chovancová and Kateřina Chudová

Hana Kallus is a legal English teacher and teacher trainer specializing in teaching soft skills and using the linguistic analysis in teaching legal English

**TIME SLOT: 16:30-17:15**

**A**

**Kateřina Chudová, Masaryk University: *Escaping the Conventional: Teaching Legal English through Gamification***

**Abstract:** Memory is a fascinating faculty and as language teachers, we should be able to understand how it works, how to stimulate it and how to use it to the maximum when learning a language. I believe that using games in class has a positive effect on memory and helps

learners refresh and retain language chunks and concepts more easily as people tend to remember things they come across in relaxed and enjoyable moments. That is why I often try to implement a gaming element when it comes to revision and consolidation of what I have covered in Legal English classes.

There are a lot of attractive games and interactive tools that can be used in education. However, there is one that was exceptionally successful with my students. In this talk, I would like to share my experience with using escape games in Legal English classes as a revision tool, focusing on the process of their design, classroom application, possible pitfalls and most importantly, authentic students' response obtained via a feedback form.

**Bio:** Kateřina Chudová works at Masaryk University Language Centre as a Legal English Teacher. In her classes, she benefits from her wide experience with teaching a variety of company courses, focusing on implementing life skills and using interactive and digital tools to enhance learner experience.

## **CONFERENCE LOCATION**

University of Greifswald, Ernst-Lohmeyer-Platz 3, 17489 Greifswald

## **HOSTS**

Greifswald University's Faculty of Law and Economics

UNIVERSITÄT GREIFSWALD  
Wissen lockt. Seit 1456



## **SPECIAL THANKS**

A special thanks to the Faculty of Law and Economics of the University of Greifswald for hosting and co-organising the EULETA 2022 workshop.

We would also like to express our special thanks to EULETA's Vice-President Dorthe G.A. Hartmann for welcoming us at Greifswald University and for her hard work, generosity and support.